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AUTHOR Adams, Dee Dee; Cristan, Anita
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ABSTRACT

The classification scheme for textbooks in the Education Library at the University of Texas at El Paso is described in this report. The scheme, developed to allow quick retrieval and yet give consideration to time and expense, is in card format, and (1) divides textbooks into Elementary (K-6) or Secondary (7-A); (2) further divides into general subjects; and (3) subdivides alphabetically by publisher, grade level, and edition. The format has been in use for one and a half years and is considered successful. A guide to the scheme is attached, including descriptions of guidelines for cataloging textbooks, call number building and examples, and tables on textbook numeric subject classification and textbook subject classification. (KP)

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A CLASSIFICATION SCHEME FOR TEXTBOOK COLLECTIONS IN TEACHING MATERIALS CENTERS

Dee Dee Adams & Anita Cristan

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BIOGRAPHICAL DATA

Dee Dee Adams is currently Head of the Education Library at the University of Texas at El Paso. She received her M.L.S. from the University of Oklahoma in 1973.

Anita Cristan received a Bachelor of Arts degree in Linguistics from the University of Texas at El Paso. At the time this classification scheme was conceived, Ms. Cristan was a para-professional staff member of the University's Catalog Department. She is currently attending the University of Texas at Austin where she is pursuing a Master's degree in Library Science.

A CLASSIFICATION SCHEME FOR TEXTBOOK COLLECTIONS IN TEACHING MATERIALS CENTERS

By Dee Dee Adams and Anita Cristan

Although textbooks are an emphemeral collection in the realm of teaching materials, they are important components in any teacher education program and professional library collection. Considering their importance, textbooks need to be organized in a simple classification scheme which allows for quick retrieval, yet one which gives consideration to the time and the expense of organization. Cost of organization should be kept to a minimum since textbooks are so frequently updated.

In the past few years, several classification schemes have been used on the textbook collection in the Education Library at The University of Texas at El Paso. The collection was initially classified by subject using an abbreviated letter code, e.g. SS for Social Studies, a publisher Cutter number, and grade level. This classification resulted in an adequate browsing collection, but the call numbers were difficult to file and shelve, and numerous problems arose in circulation control. Also there was no bibliographic record available. Use depended strictly on browsing.

Later, a second plan was developed which allowed for specific subject indexing of the text collection (to include indexing of concepts within each book) and whose retrieval format was to be a computer print-out of the holdings. No provision was made for classification, however.

Because of the need for a classification scheme, as well as the undesirable time lag which existed between the time index terms were assigned and when they were available in a print-out, the

decision was made to return to a more conventional format of retrieval. The system to be developed was to be one which was expeditious, and which allowed for flexibility and error. It was decided to return to a conventional card format which included subject, title, and series entries, as well as contents notes for grade levels and editions. The classification number needed to be 1) one which was easy to read for students and staff, 2) one that grouped materials by the subjects in which they were asked for, 3) one that subdivided the collection by publisher, as most texts are known by publisher rather than author, and 4) one that indicated the grade level of each text, as this is how they are requested in the library.

Copies of various textbook classification procedures were requested from different institutions, and the qualities of each system were analyzed. The University of Southern California Education Library divided their collection into elementary and secondary divisions. This idea appeared to have merit as there is a large difference in the format of materials in elementary and secondary education. Elementary textbooks tend to be flimsy and more numerous than secondary textbooks. Also The University of Texas at El Paso users are generally either elementary or secondary majors and interested only in their respective teaching level. Because the volume is reduced in each category, the student finds it easier and less frustrating to find materials.

The present classification scheme was developed by the Education Librarian and a member of the Catalog Department at The University of Texas at El Paso. This scheme implements the above desired features and is divided into two sections: Elementary (E) and Secondary (S).

Elementary is defined as ranging from Kindergarten through sixth grade (K-6) and Secondary as seventh grade through Adult (7-A). The collection is further divided by general subjects according to a numeric classification scheme (see Textbook Subject Classification Guide). Within each subject, the books are subdivided alphabetically by publisher, then by grade level and edition.

In order to minimize the time it takes to withdraw a superceded text, accession numbers are not assigned to the books. In the case of duplicate copies, copy numbers are assigned to assure individuality of each book. To eliminate extended call numbers on the catalog cards, the call number on the cards incorporates only E or S, a subject-numeric code, and a publisher Cutter number. This allows a card set to be made for an entire publisher series without going to the expense of making cards for individual titles and grade levels.

The new classification scheme was implemented on the entire textbook collection at The University of Texas at El Paso Education Library by a task force of members from the Catalog Department and the Education Library. More than 5,000 volumes were classified in a two-week period. The classification scheme has been in use for one and a half years and is working well. The scheme incroporates the objectives which were determined as necessary factors for the organization of the textbook collection. The staff of the Education Library now find the collection easy to work with in shelving and in filing check-out cards. And most importantly students can now access the collection easily by browsing or by consulting the card catalog

of the textbook collection.

Following is a guide to the classification scheme which was developed.

GUIDELINES FOR THE CATALOGING OF TEXTBOOKS

1. The main entry will always be the publisher.

2. An added author entry is given only when the author is significant.

3. All series will be traced. If, within a series, titles differ but not enough to merit individual cataloging, a contents note to the effect that titles differ will suffice. Thus, only one card set will be necessary with the title entry being the title of the series. Adjustments in the Cutter work mark should be made to keep titles in grade order (on the shelves). When titles are significant and warrant cataloging separately; be sure that the series is kept together and in grade order by making the necessary adjustment in the Cutter work mark.

4. The Library of Congress list of Subject headings is the primary authority in establishing subject headings. When LC uses a technical or uncommon term for what has a commonly used term in the curriculum, the curriculum term will be used instead. LC places 'Spelling' under 'Orthography' while in the curriculum the former is used. Therefore, use 'Spelling' as the subject heading.

5. All subject tracings should be subdivided by either Secondary or Elementary:

   a. 1. Social studies - Elementary

   b. 1. English and literature - Secondary.

CALL NUMBER:

Call numbers assigned to the physical copy of the textbook consist of the following parts:

1. First line: Use an 'E' to indicate Elementary if the book is designed for grades K-6; and 'S' to indicate Secondary if book is designed for grades 7-12, or 7-A; followed on same line by the number which indicates the subject area (See Numeric Classification).
2. Second line: Use a Cutter line to indicate the publisher, followed by a work mark. This line is taken from C.A. Cutter-Sanborn's Three Figure Author Table, 1969. (See Cataloging of texts no.3) In order to keep texts in grade order on shelves and in order to keep series titles together, it is necessary to use the work mark from the series title or from the publishing company. The suceeding lines will identify the book sufficiently to preserve the individuality of a physical copy.
3. Third line: Use a specific grade number using Arabic numbers to represent the grade and using K for Kindergarten and pre-school and A for adult level. Do not assign a grade-level if none is indicated in the text. If none is available use grade spans (1-6), (7-12). Do not use combinations (1-7) or (6-12) or any other combination outside of the S and E guidelines. If a text spans grades 1-12, place it into Elementary, give the grade span 1-12 and supply a tracing for secondary level.

   Because of problems in certain subjects, such as Reading, where there are reading levels and sub-levels rather than, or in

addition to the grade-level, it will be necessary to arbitrarily assign numbers on the line following the grade line to assure the individuality of the book. NOTE: Attention should be given to the distinction between grade and level. However, if both level and grade coincide use only grade level, unless it is necessary to repeat level to achieve uniformity within the series.

a.
E830
L14la
K
no.1

S830
L14la
7-12
no.1

b.
E830
L14la
1
no.1
pt.2

E830
L14la
3
no.3
pt.1

NOTE: A publisher will often assign numbers or letters to mark the division of, and within levels. When this is the case, follow the numbers (do not use letters) as closely as possible to avoid confusion.

4. Fourth line: The following codes are to be used on this line if material is not a student text (if it is, leave blank):

TE Teacher's edition

TG Teacher's guide

TM Teacher's manual

TW Teacher's workbook

AK Answer key

T Test

W Workbook (student)

New codes may be developed as different types of materials are recieved which are part of or supplementary to the textbook. This line may be line 5 if number is indicated as in example 3a or line 6 if part is used as per 3b.

5. Fifth line: If a copy number is needed, this goes on the fifth line (or 6 or 7 if necessary, see above).

NOTE: Only 3 copies of materials are kept, with few exceptions.

E830
Sco83w Scott-Foresman and Company
Wide horizons. Glenview, Illinois, 1966:
(Curriculum foundation series)
Grade level: 1-6.

Grade division
Repeated in note

1. Reading - Elementary. I. Title.
II. Series.

Series traced

E830
Sco83o Scott-Foresman and Company
The open highways readers series.
Glenview, Illinois, 1967.
Titles vary.
Teacher's edition
Grade level: 1-6.

Subject division

1. Reading - Elementary. I. Title.

Denotes type(s) of materials available

E700
B434a Benefic Press.
Art; meaning, method and media / by Guy Hubbard, Mary J. Rouse. Westchester, Illinois, 1972.
Teacher's guide.
Grade level: 1-6.

Denotes multiple titles classed together

Cutter for Pub.

1. Arts and Crafts - Elementary.
I. Hubbard, Guy. II. Rouse, Mary J.
III. Title.

Grade division in subject tracing

S650
Sco83a Scott-Foresman and Company
Counterpoint in literature. Glenview, Illinois, 196 .
Teacher's workbook, teacher's edition.
(America reads)
Grade level: 8.

Work mark using series title to keep texts together.

1. Literature and reading - Secondary.
I. Title. II. Series.

TEXTBOOK NUMERIC SUBJECT CLASSIFICATION

300 Social Studies
301 Sociology
305 Psychology
320 Governmert
330 Economics

420 English as a Second Language
430 German Language
440 French
450 Italian
460 Spanish
470 Latin
490 Russian

510 Mathematics - General
512 Algebra & Trigonometry
513 Arithmetic
515 Analysis
516 Geometry
520 Science - General
524 Physical Science
530 Physics
540 Chemistry

550 Geology
570 Life Science
574 Biology
580 Botany
590 Zoology

610 Physiology
614 Health & Safety
625 Driver's Education
640 Home Economics
650 Business Education
660 Vocational & Industrial Education

700 Arts and Crafts
780 Mu ic
790 Physical Education

820 English and Grammar
830 Literature & Reading
840 Spelling
850 Drama
860 Writing
870 Speech
890 Journalism

900 Geography
909 World History
973 American History

TEXT-BOOK SUBJECT CLASSIFICATION GUIDE

SECONDARY

SOCIAL SCIENCES	
Sociology	S301
Psychology	S305
Government	S320
Economics	S330
FOREIGN LANGUAGES	
English as a Second Lang.	S420
German Lang.	S430
French Lang.	S440
Italian Lang.	S450
Spanish Lang.	S460
Portugese Lang.	S469
Latin Lang.	S470
Russian Lang.	S490
MATHEMATICS	
Algebra & Trigonometry	S512
Analysis	S515
Geometry	S516
SCIENCE	
Science - General	S520
Physics	S530
Chemistry	S540
Geology	S550
Biology	S574
Botany	S580
Zoology	S590
Physiology	S610
HEALTH & SAFETY	S614
DRIVER'S EDUCATION	S625
HOME ECONOMICS	S640
BUSINESS EDUCATION	S650
VOCATIONAL & INDUSTRIAL ED.	S660
ARTS & CRAFTS	S700
MUSIC	S780
PHYSICAL EDUCATION	S790
LANGUAGE ARTS	
English and Grammar	S820
Literature and Reading	S830
Spelling	S840
Drama	S850
Speech	S870
Journalism	S890
HISTORY & GEOGRAPHY	
Geography	S900
World History	S909
American History	S973

Each heading is subdivided by Secondary, e.g. Geometry - Secondary.

(major subject headings in caps)

ELEMENTARY

SOCIAL STUDIES	E300
FOREIGN LANGUAGES	
English as a Second Lang.	E420
German Language	E430
French Language	E440
Italian Language	E450
Spanish Language	E460
Portugese Language	E469
Latin Language	E470
Russian Language	E490
ARITHMETIC	E513
SCIENCE	E520
HEALTH AND SAFETY	E614
ARTS AND CRAFTS	E700
PHYSICAL EDUCATION	E790
LANGUAGE ARTS	
English and Grammar	E820
Reading	E830
Spelling	E840
Writing	E860

Each heading is subdiveded by Elementary, e.g. Reading - Elementary.

(major subject headings in caps)